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ABSTRACT

This competency-based preservice home economics teacher education module on children's center aide is the second in a set of four modules on establishing occupational programs in human development. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, three units of instruction are presented: (1) preparation for observing in a day care facility (with a lesson involving listening to tapes), (2) volunteering and working with a day care aide, and (3) preparing a presentation of your work experience. Each unit includes objectives and an overview. Lessons contain narrative summaries and suggested activities. A list of suggested resources is included in this module. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing PHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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OCCUPATIONAL STRAND:

HUMAN DEVELOPMENT

MODULE II-E-2 CHILDREN'S CENTER AIDE

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1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

1974-1978

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CHILDREN'S CENTER AIDE

Module Objectives

The MATCHE student will be familiar with the duties, responsibilities, and personal qualities of an effective day care center aide.

The MATCHE student will be able to teach the critical components of preparation for entry-level work as a day care center aide.

Module Overview

The demand for program and facilities for child care has created entry-level jobs for those who have the personal qualities and skills for working with preschool children in child care centers in both the public and private sector.

In order to become qualified as an aide in a children's center, your pupils must demonstrate certain qualities and specific skills. **Enthusiasm,** cooperation, initiative, the ability to make judgments, and reliability are some of the essential personal qualities. Skill in establishing rapport with children and adults is essential, as well as an awareness of the individual differences of children and their needs, both physical and emotional. The student needs to develop some skill in enriching the lives of children and in assisting the professional staff in a program geared to the various age and ability levels of the children attending the center. Through study and actual work experience in the home economics educational program, the student develops understanding and competencies needed for successful performance on the job.

To prepare a student for working as a day care aide, it is assumed that you should thoroughly understand Human Development: Occupational Strand Module, "Developing Programs for Preschool Children," and then proceed to this module, which will give you some practical knowledge of the familiarity with the work of a day care aide. The module has been divided into three units:

- Unit 1: Preparation for Observing in a Day Care Facility
- Unit 2: Volunteering and Working with a Day Care Aide
- Unit 3: Preparing a Presentation of Your Work Experience-

UNIT 1

PREPARATION FOR OBSERVING IN A DAY CARE FACILITY

Objectives

The MATCHE student will be able to be articulate about some of the common concerns of the day care aide.

The MATCHE student will be able to describe the general duties of a day care aide.

Overview

In this unit, the accompanying taped interview will be used to make you aware of the basic work of a day care aide.

Lesson: Listening to Tapes

Narrative Summary

It is assumed that you have completed Human Development: Occupational Strand Module, "Developing Programs for Preschool Children," and are now ready to put your knowledge in its practical setting. As you will discover through the interviews you will hear, no amount of book work can be a substitute for practical knowledge and experience.

In this lesson, prepare yourself for volunteering as a day care aide. Listen to tapes and discuss in a small group items which give some general knowledge of the work of day care center aides.

Suggested Activities

1. Proceed to the tapes and follow their instructions. A script of the instructions presented on tape #1 is included for your use.
2. Proceed to tape #2. This tape is designed to give another perspective on the activities and expectations of working as a day care center aide. In this tape were interviewed the two supervisors of the two day care aides which you heard in the first tape. Listen to these interviews with the following questions in mind:

- a. How do the views of the aides differ from those of their respective directors?
- b. What are the aspects of day care aide work which will prevent its continued development?
- c. What are the critical factors to be taught to persons who seek employment as day care aides on the entry-level?
- d. What are the critical personality factors and/or traits which are necessary to day care aides?

Discuss these questions with your small group after listening to the tapes.

SCRIPT OF INSTRUCTIONS ON
DAY CARE CENTER AIDE - TAPE #1

The interviews you are about to hear are with two day care aides. We have asked them questions about their work and about how they feel about their work. The objective of this module is to give you an introduction to the work of a day care aide. As high school teachers, you will be working with students who will be working toward this occupation. This module is activity-centered and will involve you directly with a day care center. You will volunteer to work with an aide--attempting to clarify further what personal qualities are most useful and which personal qualities seem to be least useful. Finally, you will be asked to center on one particular part of an aide's work and you will tape record this particular activity and take a set of twenty slides which will go with the tape.

What follows are two general interviews with day care aides. The first comes from a rather traditional day care enrichment program at a very well-run day care facility in an economically depressed area. This general introduction will give you an overview of the work of a day care aide. The second interview is with an aide from a facility primarily designed for half-day preschool child development. It does not serve primarily working parents. The children come only half days, even though there are both morning and afternoon sessions five days per week. At the center, the aides work only half days, either mornings or afternoons, five days per week.

How would you assume that day care aides would answer the following questions:

1. How much training do you think these aides have?
2. What type of formal program have they been a part of?
3. What surprised them about their work which was not covered in their formal preparation?
4. What do they enjoy most about working as a day care aide?
5. What should have been added to their formal preparation?
6. What personal qualities are most necessary for this kind of work?
7. What factors make their work unpleasant?

Your group will try to answer these questions by working on them together. The answers that you will hear are typical of aides working in well-organized day care and enrichment facilities for preschool children.

Turn off the tape at this time and answer the questions. A copy of the questions can be found in the written materials which accompany this tape.

(Go to small group and proceed per instructions.)

Now that you have attempted to determine how our two aides would answer these questions, we will continue to the interviews. We begin the first interview by asking Sandy what kind of training she had which prepared her for her work as a day care aide.

(Play the tape through the two interviews.)

Now that you have heard the interviews, go back and compare the answers you have with the answers you heard on the tape. Which answers, if any, surprised you? Later in this module, you will compare answers to these questions with answers given by aides you interviewed and worked with.

There is no progress test. If you and your instructor feel you have adequately covered the material, you may proceed to Unit 2.

UNIT 2

VOLUNTEERING AND WORKING WITH DAY CARE AIDE

Objective

The MATCHE student will have practical experience working in a day care facility with an aide.

Overview

In this module, you will be given an opportunity to work as a day care aide and to gain firsthand knowledge of the kinds of work involved in a day care facility.

Lesson: Volunteering In A Day Care Center

Narrative Summary

After the brief introduction to the work of a day care aide in Unit 1, you should now have some practical experience as a day care aide. This practical experience should help you to be sensitive to the critical elements of preparation of students on a secondary level for entry-level work in this area.

Suggested Activities

1. Volunteer for work in a day care facility for at least three hours per day for at least three weeks.
2. After your work, you should meet with others in your class as a small group (preferably, the same as those working together on the tapes). Review the questions from the taped interviews in Unit 1. How did your experience differ from the experience of the aides on the tapes? (You may want to review the tapes as well.)
3. In your small group, make a list of the various duties and responsibilities of a day care aide.
4. Each person should select one area from this list for further study in Unit 3.

There is no progress test. If you and your instructor feel you have adequately covered the material, you may proceed to Unit 3.

UNIT 3

PREPARING A PRESENTATION OF YOUR WORK EXPERIENCE

Objective

The MATCHE student will be able to teach the duties and responsibilities of a day care aide and will be able to prepare a short presentation about one aspect of day care aide work.

Overview

In this unit you will prepare a short presentation about one aspect of the work you observed at the day care center you attended.

Lesson: Preparing a Presentation

Narrative Summary

In your work as a secondary level teacher, you will be expected to be able to put the knowledge you gained from Human Development: Occupational Strand Module, "Developing Programs for Preschool Children," and this module into a form which will be understandable by your students. You will need some experience in communicating the various duties and responsibilities of a day care center aide. In this lesson, instruction is included on how to create a short presentation which will communicate these experiences.

Suggested Activities

1. Return to your day care center and use a small cassette tape recorder to record the specific aspect of the work of the aide which you chose at the end of Unit 2.
2. Listen to the tape carefully several times. Outline the events as they happened so that you will be thoroughly familiar with this aspect of the aide's work.
3. Return to the center and take at least twenty slides of this same activity, using the information in the above activity to ensure that you do not miss some critical activity. Do not try to be so specific that you disturb the work of the aide any more than necessary. The pictures do not have to match exactly.

4. On a specific day, each person in your small group will make a presentation. Listen carefully to each other's work.

Post Evaluation

Your instructor will now evaluate the work of your group for completeness and clarity. Your instructor will also give you some feedback on your presentation and how it might be improved.

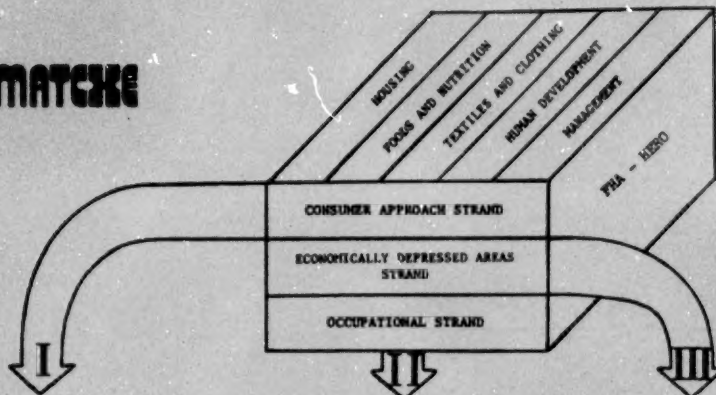
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MODULE PRE/POSTTEST

This is an activity-centered module. There is no pre- or post-test. If students have experience with day care work, it is not necessary for them to complete this module. Otherwise, it is assumed that they will need practical experience to augment Human Development: Occupational Strand Module, "Developing Programs for Preschool Children," to familiarize themselves with the work of a day care aide, as they will be responsible for knowing how to prepare secondary students for entry-level jobs in this area.

MATCH



A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS
	1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related to Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related to Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele